



## Effectiveness of Mini Shadow Puppet Media Storytelling Model to Develop Speaking Competence of Fifth-Grade Elementary School Student

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**Abstract:** Speaking is one of the language skills that must be mastered by every student, because speaking is a means of expressing ideas. In fact, speaking competence is given less attention by teachers in the learning process. The low speaking competence of elementary school students can be seen from several studies such as at SDN 36 Pontianak Kota, only 26% of 30 students have speaking competence in the good category, and SDN S4 Bandung, only 1% of SDN S4 Bandung students are said to be quite capable of retelling the fairy tales they have heard using their own words. This study aims to develop Mini Shadow Puppet learning media with Storytelling model to improve the speaking competence of elementary school students. This research uses the R&D (Research & Development) development method with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. The trial of learning media was conducted to 20 students of SD Muhammadiyah 1 Surakarta. The results of this research show that Mini Shadow Puppet media is valid and feasible to use, this is based on four validation results, namely media expert validation obtained at 75%, material expert validation obtained at 78%, and trials using media that show an increase in speaking competence by 9%. The results of the user questionnaire filled in by students obtained a value of 92.5% in the acceptable category. This shows that the solution using Mini Shadow Puppet media is effective for students.

## INTRODUCTION

Speaking is one of the skills that every human being must have. In

addition to being a tool for communication, speaking competence itself is a competence that is needed to



support various kinds of knowledge. Therefore, speaking competence is very important in the learning process; Surwati (in Utomo, 2019) stated that speaking skills in the learning process in schools are very much needed to express opinions and ideas, give information, or receive information. However, many teachers still need to pay more attention to the importance of speaking competence in the learning process. According to Wardhani (in Hikmah, 2021) speaking skills have received little attention from teachers, as with other language skills (listening, reading, and writing). So, teachers have not optimized the application of speaking competence in the learning process. Problems with speaking competence still often occur in Indonesia, especially in Central Java Province. (Junia, 2020) explained that in several Central Java cities, speaking competence problems still need to be solved in the Banyumas, Temanggung, and Klaten Regencies with the lowest levels of speaking competence. In addition, based on a survey by the Program for International Student Assessment (PISA), Irianto & Febrianti, (2017) showed that Indonesia is in the 60th position out of 61 countries in

literacy mastery, where speaking competence is one of them. The low speaking competence of elementary school students can be seen from Yul Isharyani'S (2019) research on fifth-grade students of Elementary School 36 Pontianak City; only 26% of 30 students have good speaking competence. Pratiwi (2016) at SDN S4 Bandung found that only 1% of SDN S4 Bandung students were said to be quite capable of retelling fairy tales they had heard using their own words. Lisa (2020) The problem of speaking skills experienced by MI/SD students is mostly when students practice speaking skills in front of the class. They feel embarrassed and not confident. Monica & Nurbaeti, Junia (2020) "There are several problems experienced by elementary school students in learning speaking skills; these problems are caused by feelings of fear and shame when speaking in front of the class, feelings of lack of experience, feelings of lack of self-confidence, lack of speaking training in class, and the influence of language in the family and community environment."

Lack of speaking competence greatly hinders learning, mainly when students discuss and express their

opinions. Speaking competence is an ability that the young generation of Indonesian nations must possess to improve the quality of human resources that will be competitive. Therefore, every teacher needs to apply, instill, and implement speaking competence in the learning process because speaking competence itself plays a vital role in the learning process. One of the efforts that the government has made to overcome the problem of speaking competence in elementary school students is that conventional media can also be used to develop the speaking competence of elementary school students. Research conducted by Utomo (2019) on improving the speaking skills of fifth-grade elementary school students with illustration media, the disadvantage of this media is that it is too dependent on students' sense of sight alone, so it is lacking for students with auditory and kinesthetic learning styles. Sioni's (2016) research on improving speaking competence using hanging beads media found significant results after students had used this media. This media also accommodates various student learning styles, but it still needs improvement for

students with a kinesthetic learning style.

One of the effective conventional media to improve elementary school students' speaking competence is Shadow Puppet or shadow puppets; in Peck & Virkler's (2006) study, there was a significant increase in speaking competence after students used Shadow Puppet media with the Cooperative Learning model by emphasizing interaction between students when using Shadow Puppet media. This is also in line with research conducted by Wicaksono (2020) and Hackling (2011), which showed an increase in speaking competence, marked by an increase in the number of students participating in discussions and explaining things more thoroughly with learning using shadow puppets. In addition to using conventional media, speaking competence can also be developed with learning methods; one of the learning methods that is often used to improve speaking competence is Storytelling, Pratiwi (2016). There was an increase in the completeness of students' speaking competence by 26.1% through the storytelling method. Research conducted by Hairoes (2019) on applying the

storytelling method to improve elementary school students' speaking competence found an increase in speaking competence completion of 28%. This is also reinforced by the results of Rismayanti's research (2002), which shows that storytelling-based learning gets a positive response from students, based on the results of small group trials of 5 people with a percentage of 84.7% in the "outstanding" category and large groups of 13 people with a percentage of 82.5% in the "outstanding" category.

Based on the explanation above, it was determined that the use of shadow puppet media and the use of the storytelling method are effective in improving students' speaking competence; therefore, the author offers a new solution using the "Mini Shadow Puppet with Story Telling Model" media, namely a combination of the use of Shadow Puppet media with the Storytelling method which can accommodate various student learning models from visual, auditory, and kinesthetic and with Mini Shadow Puppet media combined with Story Telling can further stimulate students' imagination. Using the "Mini Shadow Puppet with Story Telling Model" Media

is expected to help teachers implement and apply speaking competencies in the learning process because training students' speaking competencies will also help build their self-confidence. "Mini Shadow Puppet with Story Telling Model" was adopted from the previous media innovation "Hand Puppet Media," which uses the same storytelling model. However, there are still some shortcomings in the media; Ayu (2021), "Some shortcomings of the hand puppet media that were commented on by the media validator, namely the emergence of more supporting accents for the puppet." The details of the supporting accents in the media will further limit students' imagination in capturing the material or story being conveyed.

#### **METHOD**

The development model section used in this study is R&D (Research & Development) (Borg and Gall, Purnama 2016) What is meant by the research and development model is "a process used to develop and validate educational products." That development research is an effort to develop and validate products used in the learning process. This is also in line with Sugiyono (2019) that development research or research

and development (R&D) is an essential research activity to obtain information on user needs (needs assessment), then continue with development activities (development) to produce products and assess the effectiveness of the product.

This study uses quantitative and qualitative data. Quantitative data comes from questionnaire scores from media experts, material experts, and student speaking skills test results. Qualitative data comes from field observations and the use of secondary data in the form of articles in online scientific journals. The data collection techniques used are:

- a. Field observation with speaking skills as the object of observation and fifth-grade students of SD Muhammadiyah 1 Surakarta as the subject (Hasanah, 2017) Observation is one of the empirical scientific activities based on field facts and texts through sensory experiences without using any manipulation. Field observations to discover the speaking skills problems experienced by fifth-grade elementary school students.
- b. Researchers also use questionnaires to collect data; questionnaires are

addressed to media experts to find out the feasibility of the media and to material experts to find out the feasibility of the media in terms of material and the suitability of the material with the media. According to Sugiyono (2017:142), questionnaires are data collection techniques carried out by giving a set of questions or written statements to respondents to be answered. Respondents' answers and responses are quantitative data from data collection using questionnaires. Questionnaires were given to material and media experts to determine the feasibility level of the media and materials.

The data analysis technique the researcher uses is data reduction, sorting data that is considered critical based on specific categories. Rijali (2018) Data reduction is an effort to conclude data, then sort data into specific conceptual units, certain categories, and certain themes. The researcher used the Triangulation technique to test the data's validity. Syakbania (2017) defines Triangulation as a data collection technique that combines various data collection techniques and existing data

sources. The types of Triangulations used by the researcher are technical and data source triangulation. Technical Triangulation uses different data collection techniques from the same source, while source triangulation means getting data from different sources with the same technique.

## RESULTS & DISCUSSION

### Results

The product developed is Shadow Puppet learning media as an alternative solution to improve students' speaking competence. The media developed is Shadow Puppet media combined with Storytelling. The media was tested on 20 SD Muhammadiyah 1 Surakarta fifth-grade students to obtain a feasible / unfeasible value. This media was developed as an alternative solution to improve students' speaking competence. The following are the results of the questionnaire that material experts, media experts, and students have filled out:

- a. The results of the media expert validation were obtained at 75% with the Mini Shadow Puppet media category, which means it is valid.
- b. The results of the media expert validation were obtained at 78%

with the Mini Shadow Puppet media material category, which means it is valid.

- c. The results of the trial using Storytelling and Mini Shadow Puppet media showed an increase in speaking competence by 9%, so it can be concluded that the Mini Shadow Puppet media is efficacious in improving the speaking competence of elementary school students.
- d. Student responses that show interest when using Mini Shadow Puppet media than when only using the storytelling method where students are silent or chat with their deskmates so that based on the responses shown by students, Mini Shadow Puppet media is efficacious in improving elementary school students' speaking competence.
- e. The results of the user questionnaire filled out by students obtained a value of 92.5% with an acceptable category.

*Table 1 Expert validation & Testing results*

No	Scoring			
	Media expert validation	Material expert validation	Story telling media testing	Mini shadow puppet media testing
Total Score	64 out of 85 point	43 out of 55 point	1595,2	1778,6
Average	(75%)	(78%)	79,76	88,93

## Discussion

In the media development process, the first thing that must be developed is to create a story that is the core of the "Mini Shadow Puppet" media. The story used in this media only has one plot, namely the forward plot, to make it easier for students to understand the story. The first story (attachment 1) used in the Mini Shadow Puppet media, entitled "Rabbit and Tortoise: Racing in the Forest," uses a simple but exciting forward plot and still pays attention to the message implied in the story. The story only uses three characters, with two main characters and one supporting or side-character plot. The story uses a forward plot, starting with a rabbit insulting a turtle because of its slow path. Then, because he is angry, the turtle challenges the rabbit to a race; at the beginning of the race, the rabbit runs very fast, leaving the turtle behind. However, in the middle of the journey, the rabbit gets sleepy and chooses to nap because he is sure that the turtle will not be able to catch up with him. However, without realizing it, the turtle overtook the rabbit when he was sleeping until finally, the turtle won the race, and the rabbit lost because he

underestimated the turtle. Next, the second story (attachment 2) used in the Mini Shadow Puppet media entitled "Kancil dan Siput" this story is also arranged with a more straightforward concept because it only uses two characters, namely using a simple but exciting forward plot and still paying attention to the message implied in the story. In this story, using only two main characters, namely the mouse deer and the snail, the story begins with a snail looking for food on the edge of the forest, and a few moments later, the mouse deer comes to look for food also near the herd of snails looking for food, on his journey the mouse deer met a herd of snails, the mouse deer insulted the snail because his path was slow, did not accept the mouse deer's taunts, the snail invited the mouse deer to a running race and the race was won by the snail with the help of his friends who had been hiding around the race track.

The second step is to create the characters in the story. Creating character figures is very important because this part determines the quality of the performance and the projected shadows. Figure 1.1 3 story characters in Mini Shadow Puppet media. The steps

for creating Shadow Puppet story characters are as follows:

- a. Create a picture of a fable character, namely a turtle, a rabbit, an eagle (a supporting character), a mouse deer, and a snail (5 pieces)
- b. Next, cut out the picture of the fable character according to the object shape pattern.
- c. Attach the picture of the fable character cut using G glue to the cardboard and then cut it again following the object pattern.
- d. The picture of the fable character that has been coated (attached) to the cardboard is given a handle made of bamboo cut into chopstick-sized pieces with a length of 20 cm by attaching the cut bamboo to the picture of the fable character using G glue.



Figure 1 Creating story characters

The third step is to make a Mini Shadow Puppet stage as a place to play the story characters that have been

made previously. The steps for making a Mini Shadow Puppet stage are:

- a. Cut the Yellow Board into a rectangle measuring 50 x 60 cm.
- b. Then make a rectangular hole in the yellow board measuring 40 x 50 cm.
- c. Then attach tracing paper to the rectangular hole made using paper glue.
- e. Then make a backrest on the right and left sides so that the stage can stand using a yellow board measuring 50 x 35 cm
- f. Then attach the backrest made to the right and left sides of the stage in the same direction using G glue.
- g. Use a headlamp as lighting, which is set in the correct position in the middle of the stage so that the shadow can be projected properly

Figure 2 shows the back of the media, which is also the inside of the media where users will play the story characters from this side.



Figure 2 Back of media

Figure 3 shows the front of the media where the shadow projection of the story character is clearly visible.



Figure 2 Front of media

Figure 4 shows the media lighting section; media lighting is done at the back of the media so that the shadow of the story character can be projected on the front of the media. Lighting uses a headlamp whose lighting can cover the entire media surface to project all the shadows of the story characters. The distance between the headlamp and the surface of the media must be considered to ensure that the entire surface of the media is exposed to light.



Figure 3 Lighting for Media

### A. Analysis of Validation Results

Based on the scores obtained from media and material experts, the results showed that the media is valid and feasible to use in terms of media and material. Validation was obtained from the results of the score questionnaire filled out by media experts, namely Elementary School Teacher Education Lecturers. The scores obtained from media experts and material experts are as follows:

Table 2 Expert Validation

Expert Validation	Product	Score	Category
Media Expert	Mini Shadow Puppet	75%	Eligible
	Storytelling Model		
Material Expert	Mini Shadow Puppet	78%	Eligible
	Storytelling Model		

## B. Analysis of Media Effectiveness

### Test

This trial was conducted to determine the effectiveness of the media in improving the speaking competence of fifth-grade elementary school students by implementing learning in two different ways, namely the first using the storytelling method and the second using the Mini Shadow Puppet media.

#### a) Story Telling Testing Results

The results of the media test were obtained by conducting a trial using the storytelling method in the learning of fifth-grade students of Muhammadiyah 1 Surakarta Elementary School to determine the development of students' speaking competence after using the storytelling method, and the following values were obtained:

Table 3 Storytelling Testing

Storytelling Method Calculation Testing Score					
Name	Skor	Values	Name	Skor	Score
	Max:	(s/s.max		Max:	(s/s.max
	24	x100)		24	x100)
Al	19	79,1	Sh	19	79,1
Az	18	75	Nh	19	79,1
Vo	18	75	Ha	19	79,1
Na	20	83,3	Ra	20	83,3
Ar	20	83,3	Ja	20	83,3
Ali	20	83,3	Ev	20	83,3
Ni	21	87,5	Ak	18	75
Th	18	75	Ra	19	79,1
Za	21	87,5	Mu	19	79,1
Ary	18	75	Ma	17	70,8

Total Score	1595,2
Average	79,76

Based on the results of the storytelling method of fifth-grade students of Muhammadiyah 1 Surakarta Elementary School, the average score can be found using the following equation:

$$\bar{x} = \frac{\text{Score obtained}}{\text{The number of students}}$$

$$\bar{x} = \frac{1595,2}{20} = 79,76$$

#### b) Results of the Mini Shadow Puppet Media Testing

The results of the media test were obtained by conducting a trial of the Mini Shadow Puppet media on the learning of fifth-grade students of SD Muhammadiyah 1 Surakarta after previously conducting a test using the storytelling method to determine the development of students' speaking competence after using the Mini Shadow Puppet media, and the following values were obtained:

Table 4 Mini Shadow Puppet Testing

Shadow Puppet Mini Media Testing Result Score					
Name	Skor	Values	Name	Skor	Score
	Max:	(s/s.max		Max:	(s/s.max
	24	x100)		24	x100)
Al	21	87,5	Sh	19	79,1
Az	21	87,5	Nh	21	87,5
Vo	19	79,1	Ha	21	87,5
Na	21	87,5	Ra	24	100
Ar	23	95,8	Ja	23	95,8
Ali	22	91,6	Ev	21	87,5

Ni	23	95,8	Ak	22	91,6
Th	19	79,1	Ra	21	87,5
Za	23	95,8	Mu	22	91,6
Ary	20	83,3	Ma	21	87,5
<b>Total Score</b>			1778,6		
<b>Average</b>			88,93		

Based on the results of the Mini Shadow Puppet media on fifth-grade students of Muhammadiyah 1 Surakarta Elementary School, the average score can be found using the following equation:

$$\bar{x} = \frac{\text{Score obtained}}{\text{The number of students}}$$

$$\bar{x} = \frac{1778,6}{24} = 88,93$$

Based on the results of the storytelling method trial, which received an average speaking competency score of 79.6, and the results of the Mini Shadow Puppet media trial, with an average speaking competency score of 88.93, there was an increase in the average student speaking competency score of 9% so that Mini Shadow Puppet was effective in improving the speaking competency of elementary school students. In addition, seen from the aspect of interest, students were more interested in using Mini Shadow Puppet media than just

using the storytelling method, which was marked by the response of students who tended to be quiet or chat with their deskmates, in contrast to when using Mini Shadow Puppet media where students showed an interest in playing independently using Mini Shadow Puppet media.

### C. User Assessment Analysis

User Assessment was carried out by fifth-grade students of Muhammadiyah 1 Surakarta Elementary School, which had 20 students. The results of the user assessment were carried out to test the feasibility of the media used to test the feasibility of the media.

Table 5 User Response

User Response Count Result Score					
Name	Score	Values (Total Score x2)	Name	Total Score	Values (Total Score x2)
Al	46	92	Sh	47	94
Az	49	98	Nh	49	98
Vo	47	94	Ha	48	96
Na	45	90	Ra	44	88
Ar	46	92	Ja	43	86
Ali	45	90	Ev	47	94
Ni	39	78	Ak	47	94
Th	47	94	Ra	47	94
Za	46	92	Mu	48	96
Ary	48	96	Ma	47	94
<b>Total Score</b>				1850	
<b>Average</b>				92,5	

Based on the results of each participant, the average score can be found using the following equation:

$$\bar{x} = \frac{\sum x}{n}$$

**Description:**

$\bar{x}$  = Average score

$\Sigma x$  = Total score

n = Number of Participants

$$\bar{x} = \frac{1850}{20} = 92,5$$

The data above is the score of the questionnaire filled out by 20 fifth-grade students of SD Muhammadiyah 1 Surakarta. The calculation result is 92.5, which is included in the feasible category of 10 questions.

**CONCLUSION**

Based on the results of the development and testing of the "Mini Shadow puppet" learning media to improve students' speaking competence, it can be used as a learning media that aims to improve the speaking competence of fifth-grade students of SD Muhammadiyah 1 Surakarta. The media expert validation test obtained a result of 75% with the Mini Shadow Puppet media category, which means it is valid and feasible to use. In terms of content or material, based on the results of the material expert validation test, the results were 78% with the Mini Shadow Puppet

media material category, which means it is valid and feasible to use.

The results of the effectiveness test by comparing learning using the Storytelling and Mini Shadow puppet methods showed that there was an increase in the average speaking competence value of 9.17; this was reinforced by the response of students who showed interest when using the Mini Shadow Puppet media than when only using the storytelling method where students were silent or chatted with their desk mates. The results of the user questionnaire filled out by students obtained a value of 92.5% with an acceptable category. So based on the testing of the questionnaire results from media experts and material experts, media users, and based on the results of the media effectiveness test strengthened by student responses, the "Mini Shadow puppet" media to improve students' speaking competence is declared feasible to use and effective to improve the speaking competence of fifth-grade students of SD Muhammadiyah 1 Surakarta. The implications for the development of learning media are as follows:

1. Mini Shadow puppet learning media is used as an alternative solution to improve speaking competence in the Indonesian language subject for fifth-grade students of SD Muhammadiyah 1 Surakarta.
2. The media can be used individually or in groups.

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